Evaluating the awareness of Green Finance among University Students

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Abstract:

While green finance is crucial to achieve sustainability, many university students are unaware of its concepts and advantages. Using a structured survey, this study evaluates the knowledge, investment behaviour and exposure of students to sustainable finance.

Key findings show a large financial literacy gap, dependence on informal sources, and difficulties discerning true green investments. The study highlights education strategies, policy incentives, and partnerships with the private sector as key underpinnings to that market shift, and global shifts toward more environmentally responsible investment practices.

Keywords:

Green Finance, Sustainable Finance, Financial Literacy, Students, Investment Behaviour, Climate Finance, ESG, Sustainability, Responsible Investing.

Chapter 1

Introduction:

The all-encompassing terms green finance and sustainable finance relate to investments, insurance and banking contributing to low-carbon economies, the reduction of global warming and environmental sustainability. However, there is not yet a clear definition of sustainable investment products to help guide financial markets (Filippini et al., 2024).

It originated in the 1960s–70s with environmental movements and gained importance in the 1990s with global climate change issues. Interest in sustainable finance is rising, and misunderstanding however, remains low, which often leads to obstacles like greenwashing and misinformation and thus affects their ability to invest knowledgeably (Filippini et al., 2024).

Emissions trading and environmental funds (Zhang et al., 2015), nature-linked securities, and the like fall under what the "green financial" market means in this way (Wang et al., 2016). Similar to a credit intermediary, it redistributes funds for environmental protection, increases productivity, and controls economic growth through financial leverage.

Climate finance is increasingly relevant to both climate change objectives and sustainable development objectives. These have translated into a forceful expansion and obligation on scope for environmental funds (EFs) as they are essential financing vehicles for the development of national environmental action plans and green programmes. The major success factors of EFs include: (Shipalana, P, 2024) o Strong government commitment to ensure that they are limited to funding and technical expertise provision, capacity building and assisting the transition to a green economy. The building blocks of success in BLUEprint are: Impressive long-term Blueprint foundation

- Strong Commitment Government system with representation from different sectors FREQUENT CLUB
- Strong legal and financial practices We expect BLUEprint to create network players in early-stage start-up that support each other to enable long term success through collaboration, DAOs and bonding.
- Supporting Bluepoint Scientific WHO would you turn to for the cleaner? The six months of growing interest, the wide range of sponsors, including Treefort, whose creative capital and broad-spreading indigenous perspective has made them successful in bringing opportunity to unheard youthful disruptors.

Sustainability objectives, climate challenges, and the need to protect the environment drive green finance. It is pivotal for financing initiatives that prevent climate change, including renewable energy and climate-resilient infrastructure, and supports achieving most global targets, including the Paris Agreement's aim of keeping warming 2°C below pre-industrial levels (Harnack & Moons, 2023).

Apart from climate measures, green finance also advances sustainable development through financing energy-efficient and low-emission technologies, the transition towards a low carbon economy, and corporate sustainability initiatives (Chang et al., 2022). It preserves biodiversity, optimizes water and land management, and mitigates pollution by investing in clean technologies. It also drives innovation, creates new markets, and creates jobs, and mitigates financial risk by factoring in relevant ESG considerations, doing so helps companies and investors have a long-term view and remain resilient over time (Hafner et al., 2020).

This study investigates university students' familiarity, knowledge, and attitudes towards green finance, exploring their awareness of sustainability financial products and interest in green investments. The research suggests that by understanding the perspectives of young people, it may be possible to encourage sustainability in their financial behaviours. Teaching tomorrow's gateways to sustainable finance makes them mindful of the environment, promotes eco-friendly investments, and makes sustainable thinking part of their careers. It's also fostering the development of policies used for the improvement of curriculum and innovation in preparation of a globally competitive and eco conscious financial. Additionally, informed decision-making and research contributions in this field can drive broader industry adoption of sustainable practices.

Research Questions:

a) What is the current level of awareness and understanding of green finance among students in MBA program?
b) In comparison to traditional finance, how do students view the advantages and difficulties of green money?
c) What informational resources do students use to learn about green finance, and how trustworthy do they think these resources are?
d) What effects does the curriculum's incorporation of green finance themes have on students' participation and interest in sustainability issues?
e) Which instructional strategies work best to raise students' knowledge and comprehension of green finance?

This study highlights the need for integrating green finance into university curricula, enabling students to make informed financial decisions. It helps financial institutions tailor products to young investors' growing interest in sustainability and assists policymakers in developing regulations that promote responsible financial habits and sustainable investments (Adebah et al., 2023).

This study highlights the importance of green finance awareness among university students for fostering long-term sustainability and responsible financial behaviour. It underscores the need for integrating sustainability and financial literacy into academic curricula, equipping students with the knowledge to make informed decisions. Additionally, the study's insights into young adults' demand for sustainable financial products can drive innovation, influence investment trends, and contribute to a more sustainable economy (Mathur et al., 2022).

Chapter 2

Review of Literature:

Investment decisions are highly impacted by sustainable finance literacy, as it enables one to identify and invest in sustainable financial products. Financial Literacy, Education, Risk Preference and the Ownership and Awareness of Sustainable Investments, Financial literacy, education, and risk preference are identified as inflicting factors emphasized upon the necessity for knowledge to promote the green finance (Filippini, Leippold, & Wekhof, 2024). This work is, therefore, interesting for my research as it identifies levels of awareness as well as the impact (positive or negative) of financial literacy on investment practices with the findings working towards insight into student awareness and instructional strategies that were effective or ineffective as part of the work. But it does not compare green and traditional finance or study curriculum integration. Financial accessibility, affordability, and educational integration influence the awareness and behaviour levels of university students to green finance.For improving the financial decision-making and encourage sustainable purchasing, the study emphasizes the significance of integrating green finance education into curriculum (Khan, Meraj, & Asif, 2024. Analysing the effects of curriculum integration on student awareness and participation, this study somewhat supports my findings. It does not, however, evaluate the reliability of informational sources or provide a direct comparison between green and conventional finance. The advantages of sustainable investments and demographic characteristics all influence Kazakhstan's knowledge of green financing. The study highlights the importance of environmental consciousness in investing decisions and identifies major barriers that keep people from interacting with green finance (Birzhanova, Nurgaliyeva, & Nurmagambetova, 2023). This study explores green finance awareness, which partially satisfies my research. However, it does not concentrate on students or educational methodologies, which limits its conformity with the goals of my study. Green finance has an impact on energy-saving programs, carbon asset exchanges, and low-carbon management in educational institutions. According to the study, green finance has an impact that is mediated by sustainable development, which makes it crucial for long-term environmental policies in higher education (Talha, 2023). Although it does not concentrate on student attitudes, curriculum integration, or comparative comparison with traditional finance, this study indirectly supports my research by highlighting the importance of financial education in sustainability. Due to inadequate procedures and limited exposure, Chinese students show a limited acquaintance with green finance, acknowledging its significance but lacking a thorough understanding. As part of efforts to protect the environment, the study highlights the necessity of promoting green finance education (Zhu, Zhu, & Pan, 2017). Although it does not discuss teaching methodologies, resource credibility, or comparative perspectives on traditional and green finance, this study clearly supports my research on student awareness. Purchase intents, product knowledge, and environmental attitude all affect college students' green buying habits. Although there is a modest correlation between product knowledge and attitude, the study finds good relationships between awareness and sustainable

consumption (Ndofirepi & Matema, 2019). This study does not directly address green finance education, informational resources, or curricular influence; however, it does indirectly relate to my research by examining sustainability awareness. Financial institutions are promoting the adoption of green financing, which is essential to India's sustainable economic growth. Trends, possibilities, and problems are examined in the study. Highlighting the necessity of more robust regulations and innovative financial practices (Soundarrajan & Vivek, 2016). Although it does not concentrate on students, instructional methodologies, or curricular integration, this study supports my research by addressing general green financial understanding.

Chapter 3

Research Gap:

i. **Scope of Study:** Existing research lacks a focus on the relationship between financial planning for Gen Z and green finance in India, necessitating region-specific insights.

ii. **Limited Awareness of Green Finance:** Many individuals, particularly students, have limited knowledge of green finance concepts, highlighting the need for better education and awareness.

iii. **Comparison with Other Developing Economies:** Studies on green purchasing behaviour in developing economies suggest similar challenges, offering a basis for comparative analysis to address gaps in India.

iv. **Interplay Between Financial Planning and Green Finance:** There is minimal research exploring how Gen Z's financial planning aligns with green finance, making it crucial to understand this relationship.

v. **Implications for Policy and Education:** Addressing these gaps can inform policy development and educational initiatives, promoting sustainable financial behaviour among young adults.

Chapter 4

Objectives of the study:

1. To understand the awareness about green finance amongst respondents.
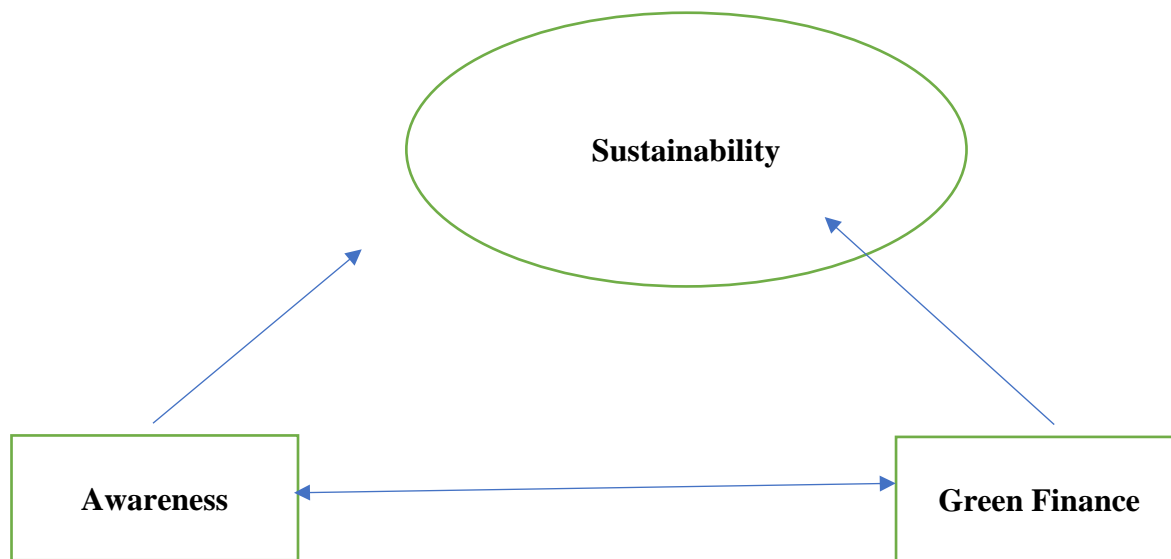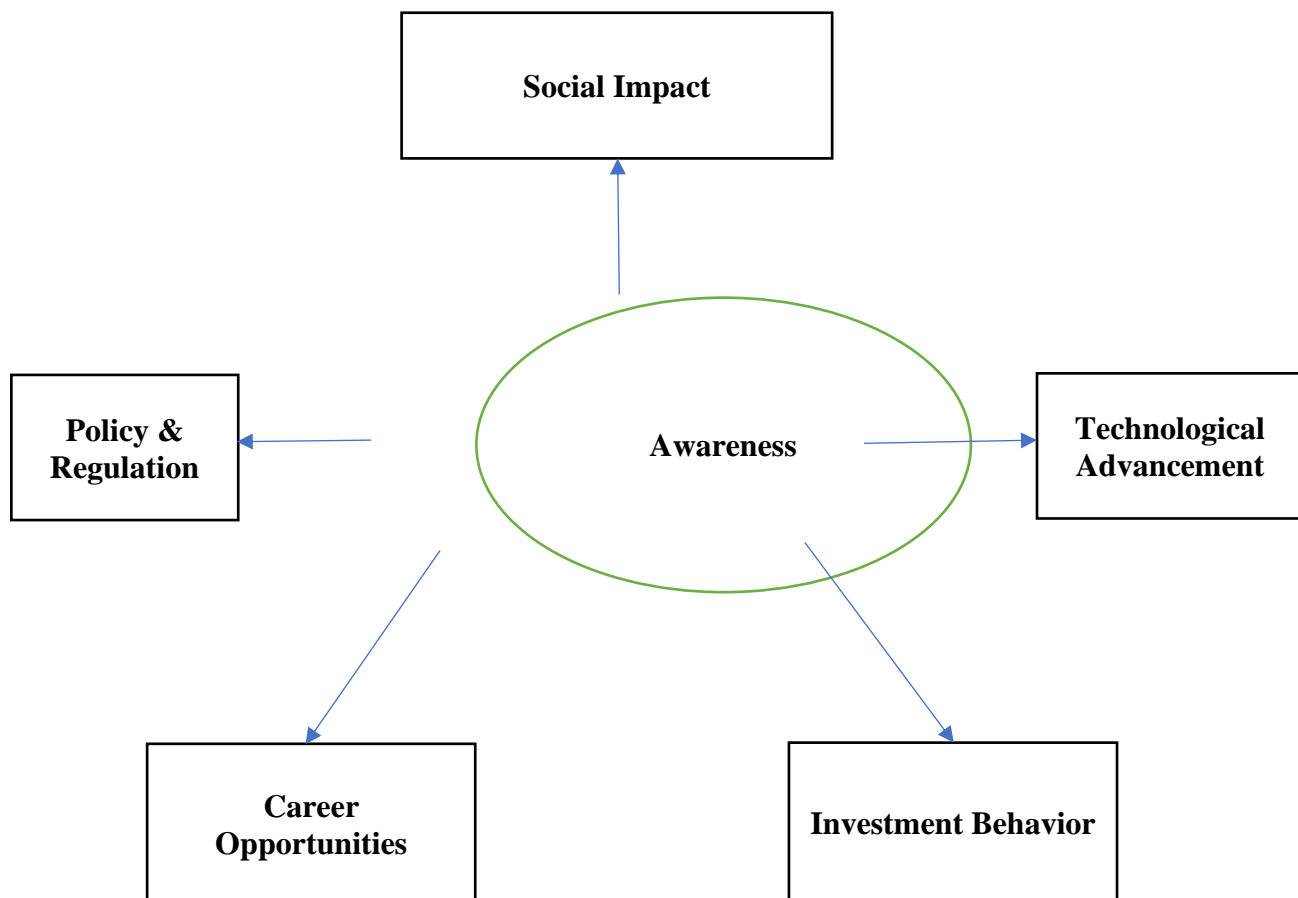2. To assess the impact of green finance awareness on sustainability.

Chapter 5

Research Methodology:

Type OF Research: PRIMARY
Tool of Research: Structured Questionnaire
Sampling: Convenient Sampling
Research Models:

Figure 5.1: Research Model: Source Authors

Figure 5.2: Research Model: Source Authors

Chapter 6

Data Analysis:

1. **Data collection Method:**

An effective online questionnaire was employed in this study to gauge LPU university students' awareness and knowledge of green finance. The purpose of the study was to determine how well-versed students were in green finance concepts and how these notions affected their sustainability and financial behaviours. The purpose of the thoughtfully constructed questions was to find out how much the students knew about green financial goods and how they felt about sustainability in the financial industry. Aspects affecting their awareness, including engagement with sustainability efforts, exposure to literature on green finance, and educational background, were also looked at. The study optimized participation rates and assured effective data collection by disseminating the questionnaire electronically. In order to ensure a high response rate and thorough insights from the target student demographic, periodic reminders were issued to promote completion.

2. **Data analysis techniques:**

We must employ certain data analysis approaches in order to examine behaviour and assess university students' awareness of and knowledge of green finance. This statistical method allows us to ascertain the type and degree of correlation between two variables. Our case study focuses on how students behave online and are exposed to marketing campaigns. In our study, correlation analysis has a number of benefits.

Assessing a Relationship: In order to assess university students' behaviour and examine their familiarity with and understanding of green finance, we must apply certain data analytic approaches. Online activity of students and marketing campaigns are included in our data. green currency. This covers a wide range of trustworthy practices, including energy conservation, energy reduction, low carbon management, and carbon trading instruments. The significant significance that social security plays in Chinese education is also examined in this study. In order to understand the effect of cash flow as a tool on the long-term growth of the aforementioned variables, this study use AMOS for data analysis.

Knowledge Pattern: A significant trend pointing to the growth and research in this sector is the rise in publications and certifications in recent years. Important organizations were found using bibliometric analysis, including universities, developing nations, publications, and bibliographies. By visualizing the flow of knowledge through data integration and connectivity lines, the analysis also helps to explain how knowledge expands and interacts within the green finance research community.

Examining Hypotheses: Various studies consider both freedoms to alter and success. One study, for instance, looked at perceived value, availability, price, and goodness in relation to college students' inclinations to purchase environmentally friendly products. A different study looked at Gen Z's knowledge of green money and how it relates to budgeting. Overall, the results validate the hypothesis and demonstrate that success and independent study are positively correlated. Test these theories and confirm the importance of the association using statistical techniques like correlation analysis and analysis of variance.

Structured Questionnaire

Table 6.1: Questionnaire: Source Authors

Sl.No.	Questions	Strongly Disagree	Disagree	Nutral	Agree	Strongly Agree	Total
	Structured Questionnire	**Responses(in %)**					
1	I am familiar with the term "Green Finance."	4.4	15.6	26.7	40	13.3	100
2	I understand the role of green finance in promoting sustainable development.	8.9	6.7	26.7	37.8	20	100
3	I have come across green finance concepts in my academic curriculum.	8.9	8.9	15.6	57.8	8.9	100
4	I am aware of financial products such as green bonds and sustainability-linked loans.	4.4	15.6	22.2	51.1	6.7	100
5	I believe green finance is essential for addressing environmental challenges like climate change.	6.7	6.7	20	51.1	15.6	100
6	I have learned about green finance through university courses or lectures.	6.7	11.1	28.9	44.4	8.9	100
7	I have come across green finance topics in news articles, social media, or online platforms.	6.7	4.4	31.1	42.2	15.6	100
8	I actively seek information about green finance from research papers, reports, or webinars.	6.7	6.7	28.9	44.4	13.3	100
9	My university conducts events, seminars, or workshops on green finance.	8.9	13.3	26.7	35.6	15.6	100
10	I believe financial institutions and policymakers play a crucial role in promoting awareness about green finance.	6.7	4.4	26.7	44.4	17.8	100
11	I believe green finance can contribute to a more sustainable economy.	6.7	0	28.9	55.6	8.9	100
12	I think investors should prioritize companies with strong environmental commitments.	4.4	2.2	24.4	46.7	22.2	100
13	I would prefer investing in green financial products over conventional ones.	8.9	8.9	20	48.9	13.3	100
14	I believe banks and financial institutions should provide more incentives for green investments.	8.9	0	22.2	51.1	17.8	100
15	Green finance should be a mandatory part of financial education at universities.	6.7	4.4	22.2	53.3	13.3	100
16	I am interested in learning more about green finance and its applications.	4.4	4.4	17.8	60	13.3	100
17	I would consider investing in green bonds or other sustainable financial products in the future.	4.4	6.7	24.4	51.1	13.3	100
18	I am willing to pay a premium for financial services that support sustainability.	6.7	6.7	35.6	37.8	13.3	100
19	I think students should be encouraged to participate in green investment initiatives.	4.4	2.2	15.6	64.4	13.3	100
20	I support government policies that promote green finance and sustainability.	4.4	0	28.9	48.9	17.8	100

Chi-Square Test of Independence

Purpose: This Chi-Square test aimed to check if any significant association exists between age group and awareness of green finance. This test can help find out if level of awareness is different among different age group of people, which may give a clear picture to educational institution and policy makers to understand and tailor the program of sustainability and financial literacy accordingly.

Variables:
- **Independent Variable:** Age
- **Dependent Variable:** Awareness of Green Finance

Hypothesis:
**Null Hypothesis (H_0):** Age group and green finance awareness do not significantly correlate.

Alternative Hypothesis (H_1): Age group and green finance awareness are significantly correlated.

Table 6.2: Chi-Square Test: Source Authors

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.588[a]	12	.479
Likelihood Ratio	10.026	12	.614
Linear-by-Linear Association	.513	1	.474
N of Valid Cases	45		

a. 18 cells (90.0%) have expected count less than 5. The minimum expected count is .02.

Figure 6.1: Bar Chart: Source Authors
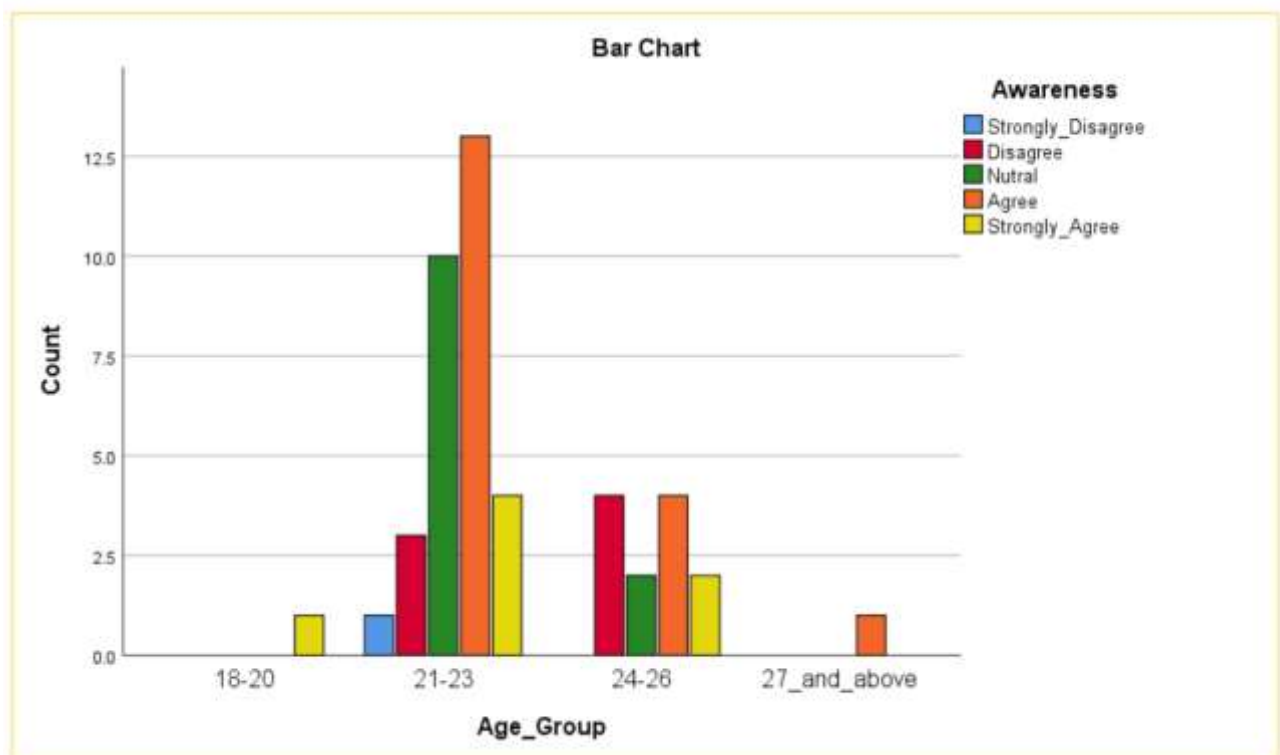
Analysis:

Results are Chi-Square value: 11.588 (12 degrees of freedom); p-value: 0.479 P-value > 0,05, we cannot reject H_0: There is no statistically significant association between age group and awareness of green finance. This indicates that the awareness levels towards green finance is not dependent on the age group of the respondents. Moreover, most of the expected counts are below 5, suggesting that some categories are small and the test might be unreliable.

A study was conducted to measure awareness about green finance among various age groups, particularly, university-age students. This shows that although the age category of 21-23 years has the highest engagement adults in all age groups, there is no statistically significant relationship between age and awareness (p = 0.479). This means that the age of students does not necessarily determine their knowledge of green finance; education, exposure or interest in sustainability may play a role.

Chapter 7

Conclusion:

The study establishes a benchmarking tool for future researchers interested to examine University students with enhanced awareness for green finance. The results show no significant correlation between age and level of awareness but future research can improve on this by using a larger sample size and including participants from various demographic groups to allow for more generalization. Longitudinal studies can establish trends in awareness over time, whereas qualitative methods such as interviews and focus groups can provide more in-depth information about students' motivations, attitudes and barriers. We could explore such discrepancies between university students and other groups, like working professionals or high school students. Integrating educational interventions or workshops may also be effective in increasing awareness.

Academics can also furnish policy recommendations for engagement in green finance to universities, policymakers, and financial institutions. This framework provides a holistic perspective at large that can help further studies understand and tackle the aspects of students' awareness of green finance.

Chapter 8

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